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Curriculum Handbook *for* **Parents**

1999–2000

Catholic School Version

GRADE **FIVE**

5

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Curriculum Handbook *for* **Parents**

1999–2000

Catholic School Version

GRADE **5**

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Message from the
Minister of Learning

Alberta offers more schooling options than ever before. The opportunity for choice reflects our commitment to quality education—the solid foundation every child needs to learn, grow and succeed.

While students are at the centre of the education system, parents are vital partners. Your involvement in your child's education is critical to his or her success. To help your child succeed—you need to know what is being taught. This handbook is developed to provide you with that information. As well, I encourage you to continue working closely with your child's teacher who can provide you with invaluable information and guidance.

The *Curriculum Handbook for Parents* series is your guide to each stage of learning. It is an outline of what we expect our students to know at each grade level of their education. When you know what is expected at school, you can provide the home support your children need. By reading about what they are learning at school and discussing it at home, you are sending a very important message to your child—that you value education.

Alberta Learning revises curriculum in the core subject areas every eight to ten years. This ensures that course content remains current and relevant, and meets the needs of students preparing for their futures.

Education is a fundamental part of the Alberta Advantage, and government's goal is for Alberta to have the best-educated students in the world. We can accomplish this only one way—by working *together.* We are all partners in education—parents, teachers, trustees, administrators, community members—and we must work to address issues and help ensure Alberta students acquire the knowledge and skills they need for a successful future.

Our children are our future, and our most important investment.

Dr. Lyle Oberg
M.L.A. Strathmore-Brooks
Minister of Learning

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Dear Parents and Guardians:

On behalf of the Catholic Bishops of Alberta, I welcome this opportunity to affirm you in your role as parents in the education of your children and wish to express my appreciation to the Government of Alberta and Alberta Learning for this 'Curriculum Handbook for Parents'.

The Church has always recognized with confidence that you, parents, are the first and primary educators of your children, especially with regards to education in the faith. This is a noble, yet, challenging calling that is rightfully yours. Today, therefore, because of the many diverse pressures and influences on our children, your role is vital in working with our schools to continue to provide the best possible education for our children. To those of you who have entrusted your children to a Catholic school be assured that it is with great respect for these facts that we support you in your role. I encourage you to work closely with our Catholic schools by joining your local school councils or parent groups. Be a strong voice for the Catholic identity of schools. In this regard, you will share in a concrete and invaluable way in the central mission of the Church which is to proclaim Jesus and his Gospel in the world today and, in so doing, hand on our faith to our children.

I commend Alberta Learning for providing parents with this practical Curriculum Handbook. It is a clear presentation of what parents can expect of our Alberta schools, Public and Catholic, and by its very existence also acknowledges how important you are as parents in your children's education. In it, you will find a comprehensive presentation of the content and expectations of the Religious Education Program written and approved by the Canadian Conference of Catholic Bishops. It reflects the essential character of Catholic schools as communities of learning where as an old friend wrote, "... God, God's truth and God's life are integrated into the entire syllabus, curriculum and life of the school."

+Thomas Collins

Thomas Collins
Archbishop of Edmonton
President, Alberta Conference of Catholic Bishops

Edmonton, August 16, 1999

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Introduction to the Grade 5 Handbook

This handbook provides parents with information about the Grade 5 curriculum—the knowledge, skills and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 5 curriculum. It is based on the Alberta Learning *Program of Studies: Elementary Schools.* The handbook includes samples of what students are expected to learn in each subject. The complete curriculum for Grade 5 is available in all Alberta elementary schools.

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Introduction

TO THE ELEMENTARY
SCHOOL CURRICULUM

Alberta Learning specifies what all students are expected to learn and be able to do. The curriculum is organized into separate subjects or course areas and is designed to enable teachers to make connections across subjects, and to develop programming that accommodates a range of student needs. We expect that teaching methods and schedules will vary from school to school and from class to class to meet the diverse learning needs of students.

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What Is Curriculum?

Curriculum describes what students are expected to learn. In Alberta, curriculum is developed by Alberta Learning and is described in documents called programs of study for elementary, junior high and senior high schools.

The curriculum specifies what all students in the province are expected to learn in each subject area at each grade level. It is developed by Alberta Learning in consultation with teachers, administrators, parents, representatives from post-secondary institutions, and professional and community groups.

Within the context of Catholic schools, the curriculum in all of its aspects—content, the teaching process, and the total school environment—reflect the values of faith, hope, charity, forgiveness and justice as found in the gospels and the message of Jesus Christ as understood by the Catholic Church.

Teachers are responsible for using the curriculum to plan their teaching activities and set appropriate levels of challenge according to students' learning needs and abilities. Teachers regularly assess student progress and report to parents, students and school administrators.

A document entitled *The Parent Advantage* provides tips and strategies to assist parents in helping their children at home with their school work. This resource is available for purchase from the Learning Resources Distributing Centre.

In Catholic schools there are many opportunities for integrating gospel values and nurturing the presence of God in our midst within the curriculum. Teachers will determine where religious education and church teaching can be integrated with other subjects.

Achievement Tests

As well as being assessed by their teachers, students write provincial achievement tests in grades 3, 6 and 9. Grade 3 students write achievement tests in language arts and mathematics. Grades 6 and 9 students write achievement tests in language arts, social studies, mathematics and science. The results of these achievement tests are provided to school boards and schools. Parents may ask for their child's test results at their local school.

Information about provincial achievement testing in grades 3, 6 and 9 is provided in an Alberta Learning publication called *Parent Guide to Provincial Achievement Testing*. Individual guides for Grade 3 and for Grade 6 are available in elementary schools. The Grade 9 guide is available in junior high schools. The publications also may be obtained from Alberta Learning's Student Evaluation Branch.

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Special Needs

School boards are responsible for meeting the special needs of their students. If you think that your child may have special needs, talk to your child's teacher. *Partners During Changing Times* is an information booklet for parents of children with special needs. It provides a general overview of how you can be involved in the education of your children. This document is available on the Alberta Learning web site or by contacting the Special Education Branch, Edmonton. As well, *A Handbook for Aboriginal Parents of Children with Special Needs* is available for purchase from the Learning Resources Distributing Centre, and is scheduled to become available for viewing and downloading from the Alberta Learning web site.

English as a Second Language

Many children born in Canada have a first language other than English, and many students move here from non-English speaking countries. Schools provide additional assistance for English as a Second Language (ESL) students in grades 1 to 12. This helps them acquire sufficient fluency in English so they can integrate into the regular classroom as quickly as possible. If you think your child may have ESL needs, talk to your child's teacher.

Personal and Career Development

Preparing for life and work is a complex process that begins in the early years of schooling and continues throughout our lives. Alberta schools are taking an active role—along with parents and the community—in helping students move successfully from basic education to further studies and the workplace.

In the elementary grades, students explore their personal skills, interests and values, as well as the world of work. They also begin to develop life skills, such as cooperating with others and being reliable.

Personal and career development activities and outcomes are integrated into all elementary courses and programs. In particular, the elementary health program focuses specifically on these topics.

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Religious Education

Religious education is an essential and integral part of the life and culture of a Catholic school. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious education shares the same goals and objectives set forth for all good education, that is, the growth and development of the whole person in all his or her dimensions—physical, intellectual, emotional, social and spiritual.

Religious education has four essential characteristics.

It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith.

It is based on **Sacred Scripture** through which we hear the mystery of God revealed, the call to be in relationship with God and each other, and we learn how to pray.

It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives.

It is presented within the tradition of the **Catholic faith community** which, based on Church teachings, sacramental and liturgical life, provides students with experiences of faith, prayer, love and justice.

With an awareness of the uniqueness of each student and a recognition that religious development takes place through a process of stages and within a community, it is expected that program presentation will vary from place to place to meet the diverse learning and religious formation needs of all students.

Religious Education Programs for elementary and junior high schools are authorized by the Bishop of the local diocese. Some school districts have developed supplementary resources and adapted the program to better meet local needs.

The Grade 5 Religious Education Program seeks to assist students in understanding more fully what the Church does as it gives witness to Jesus in the Spirit. It focuses on how the Church is a gathering, a communion of people from all nations in and through the Spirit of God. In the Church, the Lord Jesus is visible, active and present in the power of the Holy Spirit. Jesus rekindled the hope and vision of God's chosen people, and the Church continues the ancient promise of God to gather and assemble a community of believers.

Students explore these themes through the study of 10 units:

Unit 1 **The Church proclaims the Good News.**

The students recognize that we are made and chosen by God and are called to lasting friendship with Him. They reflect on God's dream to gather all people as one. We are called by the Spirit into community and are gathered in the name of Jesus.

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Unit 2 **The Church believes in the Lord Jesus.**

The students explore the Acts of the Apostles and see the development and growth of the early Church. They discuss and learn the steps of Christian initiation—RCIA, baptism, confirmation and eucharist.

Unit 3 **The Church celebrates God's mighty deeds.**

The students are invited to deepen their sense of belonging to the community of praise. They explore the structure of the eucharist, plan a eucharistic celebration and are invited to celebrate the eucharist.

Unit 4 **The Church expects the coming of the Lord.**

The students experience the season of Advent as a season of hope through Isaiah, John the Baptist and Mary. They learn to pray with Mary and the Church.

Unit 5 **The Church welcomes all nations.**

The students celebrate Epiphany as God calls all people of all nations. They hear God's call in Scripture through Abraham, Moses, Ruth, Naomi and Jonah. They learn about the Church in Canada and in their own diocese and parish.

Unit 6 **Anyone who welcomes you, welcomes me.**

The students discover what it means to act justly—to respect and be of service to others, to respect all of creation and to have compassionate regard for the disadvantaged.

Unit 7 **The Church reconciles.**

The students explore the Church as an agent of God's reconciliation in the world. They explore the concepts of the mystery of evil, sin and temptation. Through prayer and activity, the students reflect on Lent as preparation for Easter. They explore the relationship of baptism and eucharist to reconciliation and learn about the sacrament of reconciliation.

Unit 8 **The Church loves.**

The students look at how God's love is active in the Church, and they reflect on the Church's mission as one of love and service. Through parables and stories of Jesus' miracles, they discover how Jesus reveals God's love. They deepen their understanding of the Chrism mass, the passion of Jesus, the Easter Triduum and the sacrament of Holy Orders.

Unit 9 **The Church rejoices.**

The students reflect on what it means to be an Easter people and celebrate the risen Jesus through sign, symbol and story. They explore the sacraments and rites of the Church. Through story and research, they discover the work and life of Canadian martyrs and how Canadians have been changed by the risen Lord.

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Unit 10 **The Church witnesses.**

The students explore the structure and marks of the Church. Through the missionary journeys of Paul, they reflect on the Church's witness to God's gracious purpose and love throughout the world. The students celebrate their being sent forth as Church.

The school, through the Religious Education Program, complements parents in their role as primary and principal educators of their children. Home and family play a vitally important role in the faith development of children. Within the family, seeds of faith are planted. Family relationships and daily experiences are major factors in shaping a child's values, attitudes and Catholic identity. Regular religious practice and the application of classroom learning to daily life are critical parts of religious formation.

Prayer is an integral part of the Religious Education Program and of each school day since intimacy with God is the ultimate goal of Catechesis. Respecting the individual differences of children and our changing human needs, prayer is experienced in many different ways: silent reflection, guided imagery, scriptural prayer, song and formal community prayer. As we enter into prayer, we give praise and thanks for God's loving presence and call upon the Spirit to guide, nourish and empower our lives through Jesus Christ.

Teaching the sacraments occurs within each of the Religious Education Programs. Sacraments celebrate the presence of Christ in our lives. They are effective signs that make God's grace present to us in love, healing and the transformation of our lives. Eucharist and Reconciliation are an essential part of each child's religious formation and a necessary grounding for a mature faith. As with many basic themes, Eucharist and Reconciliation are introduced in Grade 1, but continue to be deepened and intensified in each year thereafter. Children who have not yet celebrated First Communion or First Reconciliation are always welcome to contact their parish to begin their immediate preparation for the sacraments.

The Religious Education Program interprets for the students what the Catechism of the Catholic Church teaches about our faith in a manner appropriate to the age and development of the students. Not everything in the Catechism is incorporated because, as the Catechism itself points out, what is taught must be adapted to the "differences of culture, age, spiritual maturity, and social and ecclesial conditions among all those to whom it is addressed" (#24). Specific excerpts are quoted at the end of each theme for the teacher to help root the contents and activities of the theme in Church tradition.

The Religious Education Program is structured around the church liturgical year. This enables students to live and express faith in an integrated way at school, at home and in the parish community.

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English Language Arts

Throughout elementary school, students are expected to use language to learn, and learn to use language. Language is an integral part of learning, and takes place in and across all subject areas. Student performance in all subject areas is influenced by competency in language arts.

As students move from grade to grade, they use the language skills they have already learned through reading, writing, listening, speaking and viewing to increase their knowledge and skills of language. Opportunities are provided for students to use those skills in a new context and with more challenging learning materials. In language arts, students will demonstrate increasing confidence and improve their abilities to use language to explore, construct and communicate meaning.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the language arts curriculum are integrated with other subject areas, including religious education, and reflect the Catholic identity of the school.

By the end of Grade 5, students are expected to:

- select topics of interest, and write about them
- recognize semicolons and quotation marks as cues in their reading
- use linking techniques, such as compare/contrast and logical reasoning
- use a variety of sentence structures; for example, compound and complex sentences
- use conventional formats for formal letters
- use previously learned prefixes to understand new words
- recognize and understand commonly used expressions
- distinguish fact from opinion and relevant from irrelevant information
- detect bias, prejudice and stereotyping
- recognize techniques used by writers and speakers to create humour
- recognize and use clues that affect the outcome of a story
- provide support for the ideas they introduce in their writing and speaking
- revise their writing
- create a table of contents with headings, subheadings and a bibliography
- retell an experience from the perspective of those outside the incident
- develop and present a logical argument
- compose stories that describe the feelings and actions of the main character.

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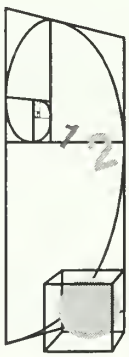
Language Arts in Language Programs (Immersion and Bilingual)

In addition to studying the English language arts, students registered in an immersion or a bilingual program follow a language arts course in the target language; e.g., French, Ukrainian, German. In these programs, this target language is also used as the language of instruction in other subject areas, such as mathematics, science, social studies.

Mathematics



Mathematics is a common human activity, increasing in importance in a rapidly advancing, technological society. A greater proficiency in using mathematics increases the opportunities available to individuals. Students need to become mathematically literate in order to explore problem-solving situations.

At all levels, students benefit from working with appropriate materials, tools and contexts when constructing personal meaning about new mathematical ideas.

The main goals of mathematics education are to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

As students acquire the specified outcomes, they will also be expected to use the following seven mathematical processes:

Communication
Connections
Estimation and Mental Mathematics
Problem Solving
Reasoning
Technology
Visualization.

The mathematics content is organized into four strands:

Number
Patterns and Relations
Shape and Space
Statistics and Probability.

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Number

By the end of Grade 5, students will:

- ◆ Demonstrate a number sense for whole numbers 0 to 100 000, and explore proper fractions and decimals.

Sample Student Tasks

- Tony drew these five number cards . . . [1] [3] [0] [2] [3]
  Use all of the five cards to show the following:
  the greatest possible number
  the least possible number
  three other possible numbers.
  Write two of these numbers in words.
  Rewrite your numbers in order from least to greatest.

- With the help of fractional strips or segmented circles, put the following fractions into order of increasing size:
  $\frac{5}{6}, \frac{2}{3}, \frac{3}{8}, \frac{2}{4}$.

- ◆ Apply arithmetic operations on whole numbers and decimals, and illustrate their use in creating and solving problems.

Sample Student Tasks

- You have this amount of change:
  2 dollar coins, 5 quarters, 13 dimes, 6 nickels and 14 pennies.
  These items are for sale:

Pen	$1.95
Note pad (large)	1.89
Note pad (small)	1.19
Pencil	.59

  Use this information to make up a problem.

- Let a flat represent 1 unit. Let a long represent 0.1 units. Let a centicube represent 0.01 units.
  Use the blocks to explain the meaning and solution to this expression:
  [4×1.34]
  Use your solution to mentally calculate the following:
  8×1.34
  16×1.34
  2×1.34

- Using only the [2], [+], [−], [×] and [÷] keys on your calculator, make the display read 13.

Patterns and Relations

By the end of Grade 5, students will:

- ◆ Construct, extend and summarize patterns, including those found in nature, using rules, charts, mental mathematics and calculators.

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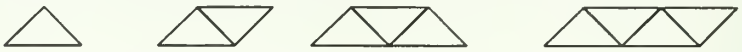
Sample Student Tasks

- Use stir sticks to copy these triangular shapes. Build the next three shapes. How many stir sticks are needed to build five triangles?



Copy this chart. Complete the chart to record the number of Δs and the matching number of stir sticks in your constructions. Predict the number of stir sticks needed to make 75 triangles. Explain how you arrived at your solution.

Number of triangles	1	2	3						10		75
Number of sticks	3										

- The community centre was charging $1.00 to see a movie. $25.00 was collected on the first day. $17.00 more was collected on the second day than on the first day. After two days the club had collected $67.00 in all. On the third day, $17.00 more than the second day was collected. If the pattern continues, on what day will the club have collected at least $500.00?

	Day 1	Day 2		
Day's collection ($)	25			
Total collected ($)	25	67		

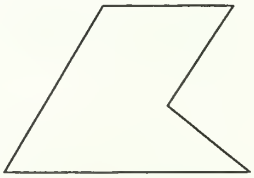
Shape and Space

By the end of Grade 5, students will:

◆ Use measurement concepts, appropriate tools and results of measurements to solve problems in everyday contexts.

Sample Student Tasks

- Determine the perimeter of the figure below.



- Monique used square tiles to construct a rectangle with a perimeter of 20 cm and an area of 21 cm^2.

  What are the dimensions of the rectangle? Use only whole numbers of centimetres for your answers.

  She decides to keep the perimeter at 20 cm. Predict what will happen to the area of her rectangle, if she increases the length of her rectangle and if she decreases the length of her rectangle. Outline and cut all possible rectangles with a perimeter of 20 cm. Check your predictions.

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- Supermarkets order groceries in large lots. About how many packages are there in:
  1 t of cookies, packed in 400 g packages?
  1 kg of spices, packed in 5 g packages?
  Explain your reasoning.

◆ Use visualization of 3-dimensional objects and 2-dimensional shapes to solve problems related to spatial relations.

Sample Student Tasks

- What other information do you need to know so that you and a friend can draw the same triangle, if all you know is that one side must be 2 cm and another is 3 cm?

◆ Describe motion in terms of a slide, a turn or a flip.

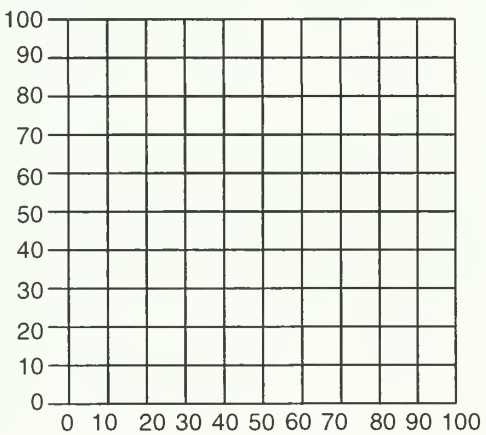
Sample Student Tasks

- Use tape to fasten two different regular pattern block pieces together. Will the new shape tessellate a surface? If so, did you use slides, turns or flips? Try different pairs of blocks, then create and colour a tessellation with your favourite block combination.

◆ Use coordinates to describe the positions of objects in two dimensions.

Sample Student Tasks

- Plot the points on the grid.
  A (10, 30)
  B (60, 20)
  C (80, 90)
  Join the points to outline a shape.
  What different ways do you know to describe the shape?



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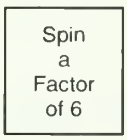
Statistics and Probability

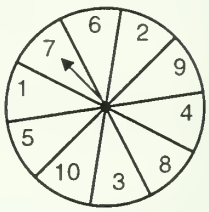
By the end of Grade 5, students will:

- Develop and implement a plan for the collection, display and interpretation of data to answer a question.

Sample Student Tasks

- Wui-Ching needs to spin a 6, or any of its factors, to win a game.





On a tally chart, record the data from at least 50 spins. Show all your data on a frequency diagram. Do you think Wui-Ching is more likely to win or lose the game? Why?

- Predict outcomes, conduct experiments and communicate the probability of single events.

Sample Student Tasks

- Yvon tossed 20 tacks. 13 tacks landed on their points. He uses the fraction $\frac{13}{20}$ to describe the probability of tossing "points."

Top

Point

Yvon says he can now predict 39 "points," if he tosses 60 tacks. Explain his reasoning.
Conduct an experiment to test Yvon's prediction. Compare your results with his prediction.
Start a new experiment. Toss the tacks to establish the probability of landing "tops." Use your fraction to predict tossing "tops," and conduct an experiment to check your prediction. Compare your results with your expectations. If you continue to conduct experiments with tacks, will you improve your ability to toss exactly the number you predict? Why?

Parent Document

The booklet *Working Together in Mathematics Education* provides an overview of the new mathematics curriculum and shows some of the knowledge, skills and attitudes students are expected to learn. It presents some ways parents and others can support student learning in mathematics.

Working Together . . . is available for purchase from the Learning Resources Distributing Centre. This booklet is also available for viewing and downloading from the Alberta Learning web site, under Parents, Other Resources.

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Science

Learning about science helps students to understand and interpret the world around them. The purpose of the program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings, and by building a foundation of experience and understanding upon which later learning can be based.

In elementary science, students develop their skills of inquiry and problem solving. In science inquiry, the focus is on asking questions, exploring materials and finding answers based on evidence. In problem solving, the focus is on practical tasks—finding ways of making and doing things to meet a specific need, using available materials.

In a Catholic school, students are invited to consider how issues of stewardship, morals, ethics and Catholic teaching can be integrated appropriately into the science curriculum.

By the end of Grade 5, students are expected to:

- recognize the importance of accuracy in observation and measurement; and, with guidance, apply suitable methods to record, compile, interpret and evaluate observations and measurements
- design and carry out an investigation of a practical problem, and develop a possible solution.

The science program also plays a role in the development of student attitudes. At all levels of the elementary science program, students are expected to demonstrate positive attitudes toward the study of science and the application of science in responsible ways.

Five topics are identified for Grade 5.

Electricity and Magnetism

Students learn about electricity by building and testing circuits. Using batteries, bulbs and wires, students construct simple circuits and test the effects of various modifications. Through such tests, they discover that a circuit requires a closed pathway for electricity and that some materials conduct electricity and others do not. They learn that an electric current can affect a nearby magnet and that this property of electricity is used in making electromagnets and motors. Potential dangers are examined, as students learn about the safe use of electricity.

By the end of Grade 5, students are expected to:

- demonstrate safe methods for the study of magnetism and electricity
- identify methods for measurement and control
- apply techniques for evaluating magnetic and electrical properties of materials.

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Mechanisms Using Electricity

Students build electrical devices for a variety of purposes, using knowledge gained in the previous topic. Tasks that students are assigned may include such things as making a switch from scrap materials, making a device to control the speed of a motor, making a burglar alarm and lighting three bulbs from one source. Through work on these tasks, students learn the role of various components and control devices that are part of an electrical system. At the same time, they develop skills of problem solving and teamwork.

By the end of Grade 5, students are expected to:

- construct simple circuits
- apply an understanding of circuits to the construction and control of motorized devices.

Classroom Chemistry

Students learn about the properties and interactions of some safe-to-handle household liquids and solids. They test a variety of materials to see what happens when things are mixed together: what dissolves, what reacts and what remains unaffected. They discover that when a solid material dissolves, it can be recovered as a crystal by evaporating the liquid. They also learn that when two materials react to form a new material, the original materials cannot be recovered. As an example of a chemical reaction, students learn to produce carbon dioxide gas and show that this gas differs from ordinary air.

By the end of Grade 5, students are expected to:

- describe the properties and interactions of various household liquids and solids, and interpret their interactions.

Weather Watch

Students learn about weather phenomena and the methods used for weather study. They learn to measure temperatures, wind speed and direction, the amounts of rain and snow, and the amount of cloud cover. In studying causes and patterns of air movements, students learn about the effects of uneven heating and cooling and discover the same patterns of air movement in indoor environments as are found outdoors. They also learn about human actions that can affect weather and climate and study the design and testing of clothing used as protection against the weather.

By the end of Grade 5, students are expected to:

- observe, describe and interpret weather phenomena
- relate weather to the heating and cooling of Earth's surface
- investigate relationships between weather phenomena and human activity.

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Wetland Ecosystems

Students learn about wetland ecosystems by studying life in a local pond, slough, marsh, fen or bog. Through classroom studies and studies in the field, students learn about organisms that live in, on and around wetlands, and about adaptations that suit pond organisms to their environment. Through observation and research, students learn about the interactions among wetland organisms and about the role of each organism as part of a food web. The role of human action in affecting wetland habitats and populations is also studied.

By the end of Grade 5, students are expected to:

- describe the living and nonliving components of a wetland ecosystem and the interactions within and among them.

Social Studies

In social studies, students develop the knowledge, skills and positive attitudes they need to be responsible citizens and contributing members of society. Students learn to acquire and evaluate information and ideas. They learn to interact with others and develop understanding and respect for people in Canada and other countries. The focus of the Grade 5 social studies program is Canada—its history, geography and people, and its links with other countries.

In a Catholic school, students are invited to consider how issues of social justice, the contribution of the Church to community (locally and globally), and Church teaching can be integrated appropriately into the social studies curriculum.

Three topics are identified for Grade 5.

Canada: Its Geography and People

Students learn about the human and physical geography of Canada. The study includes people in Canada: where they live, how they make their living and how they relate to their environment. Students should develop an awareness of the diversity in Canada's physical geography and an understanding of the role geography plays in determining where and how Canadians live.

By the end of Grade 5, students are expected to:

- understand and appreciate that environment plays a major role in determining where and how people in Canada live
- locate, organize and summarize information from a variety of sources
- demonstrate ability to use a variety of maps and globes
- demonstrate ability to interpret information from a variety of sources
- draw conclusions about how physical characteristics affect natural resources, occupations, population distribution and transportation
- understand and appreciate how Canadians have adapted to their environment.

Early Canada: Exploration and Settlement

Students investigate some of the historical events relating to the exploration and settlement of New France and the Hudson Bay area. Major emphasis is placed on the contact among Natives, explorers, missionaries and settlers in these two areas.

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By the end of Grade 5, students are expected to:

- understand that exploration and settlement cause groups to influence each other, changing the way people live
- distinguish between fact and fiction
- use library skills to locate and choose resources
- classify and arrange information
- record events on a timeline
- use maps and globes to explain how geography has influenced historical events
- identify different perspectives of Natives, explorers and other groups
- role play historical events
- present information, orally and in writing, about the history of Canada
- summarize main points in oral and written presentations
- participate in small group discussions
- appreciate the accomplishments of Natives, explorers, settlers and missionaries.

Canada's Links with Other Countries

Students examine how Canada is linked to the United Kingdom, France and the United States. They briefly examine the links that existed in the exploration and settlement period and then focus on an in-depth examination of several links that exist today.

By the end of Grade 5, students are expected to:

- understand that links established through interaction with other countries influence the way Canadians live
- select information from a variety of sources
- gather information from a variety of sources, including interviews or surveys
- complete a simple outline as a data-gathering procedure
- compare information from two or more sources; and then organize the information in a chart or graph
- plot information on maps
- use map symbols to locate places being studied
- analyze how Canada's interaction with another country influences our lives
- write an editorial, stating a point of view about our links with another country
- contribute to various functions of group work.

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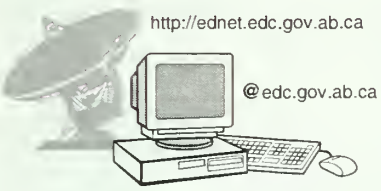
Information and Communication Technology



Alberta Learning has prepared an interim program of studies that identifies the technology outcomes that students should achieve by the end of grades 3, 6, 9 and 12. As the program is organized by division, rather than by grade, this program will be phased in from 2000/2001 to 2002/2003.

The outcomes provide a basic technology curriculum for students so they are prepared for the workplace, further studies and lifelong learning. Technology has become an essential skill in almost every area of human endeavour. Our students need to have these basic skills along with the skills found in language arts, mathematics, science and social studies.

Although the technology outcomes form a program of studies they are not intended to be taught as a stand-alone course. Technology is so much a part of every aspect of life and learning it is appropriate for students to develop technology knowledge and skills within the context of all the subject areas being studied. The integration of technology with subject areas will provide better opportunities for students to be able to practise and apply their skills.

By achieving the technology outcomes, graduating students will have the basic technology skills they need to succeed in work, further study and lifelong learning.

Physical Education

Physical education programs foster active, healthy lifestyles that enable students to recognize the importance of accepting responsibility for their physical, social and emotional well-being. Students in a well-balanced physical education program are provided with learning opportunities in seven dimensions of activity: physical fitness, games, gymnastics, dance, outdoor pursuits, aquatics, and track and field. The expectations for physical education are generally the same for students in grades 4, 5 and 6. Students are expected to demonstrate increased levels of performance over the three years.

Within Catholic schools, some of the values integrated into the Physical Education program include recognizing the dignity of each person as evident in their unique gifts and talents, community building, cooperation and shared responsibility, respect and care for the body.

Physical Fitness

Students are expected to:

- understand the effects of exercise on major muscles, bones and joints
- learn to assess personal fitness levels
- experience success and enjoyment through participation in physical fitness activities.

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Games

Students are expected to:

- move into spaces to avoid others
- understand the difference between offence and defence
- cooperate in partner and small group situations.

Gymnastics

Students are expected to:

- understand safety principles as they apply to gymnastic activity
- appreciate the performance of self and others.

Dance

Students are expected to:

- participate in a variety of rhythmic dance forms
- understand personal space and general space
- appreciate the aesthetics of dance.

Outdoor Pursuits

Students are expected to:

- apply and extend basic movement skills in outdoor pursuits
- understand applications of orienteering skills, such as using a compass to determine directions
- enjoy participation in outdoor games that require minimal organization.

Aquatics

Students are expected to:

- improve physical fitness through vigorous aquatic activities
- understand safety principles as they apply to activities in, on or near water.

At least one exposure to a swimming and water safety program is required during the elementary years.

Track and Field

Students are expected to:

- throw small objects for distance
- understand the basic techniques applied to running, jumping and throwing events
- demonstrate responsibility and cooperation through involvement in the track and field program.

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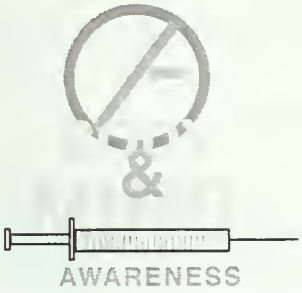
Health



Health education fosters the growth of knowledge, skills, attitudes and lifelong behaviours that will enable the student to assume responsibility for healthful living and personal well-being. The curriculum is organized around themes: self-awareness and acceptance, relating to others, life careers, body knowledge and care, and human sexuality. Parents decide if their child will participate in classes about human sexuality.

In a Catholic school, these themes are taught within the context of the teachings of the Catholic Church. The local boards of many Catholic school districts have approved supplementary resources and adapted the curriculum to better meet the needs of their students, their families and their faith communities.

The child abuse prevention unit is an optional part of the health program. If this unit is offered in the school, parents decide if their child will participate.

Self-awareness and Acceptance

Students learn to consider and appreciate their self-worth and the self-worth of others. They learn about human emotions and positive ways of expressing them. They also learn about personal characteristics and how their personal actions and decisions influence their relationships with others.

By the end of Grade 5, students are expected to:

- recognize the effects of "put-ups" and "put-downs" on themselves and others
- be aware of feelings and be able to express them
- recognize that personality is developed and influenced by most human relationships
- be honest and reliable in a variety of situations.

Relating to Others

Students learn to appreciate the qualities of others. They learn how to develop and maintain healthful relationships, and they understand the importance of healthful relationships with others at school.

By the end of Grade 5, students are expected to:

- develop skills that promote open, genuine relationships
- become aware of the changing expectations of teachers and other adults.

Life Careers

Students learn to recognize their abilities and the abilities of others, and to understand the importance of work, occupations associated with work, and activities that help them prepare for work.

By the end of Grade 5, students are expected to:

- develop greater awareness of how one's activities and interests relate to occupations
- understand that cooperation among workers is important
- observe the ways of living of various people in the community.

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Body Knowledge and Care

Students learn the structure, function and development of the body, and appreciate the importance of good nutrition to good health. As well, students appreciate factors that contribute to healthful growth, understand how sickness and disease can be prevented, understand safety practices, and appreciate threats and aids to personal health and safety in their community.

By the end of Grade 5, students are expected to:

- plan a balanced meal
- understand how strength, flexibility, agility and endurance develop through regular exercise to promote cardiovascular fitness
- describe the immediate and long-term effects of tobacco use.

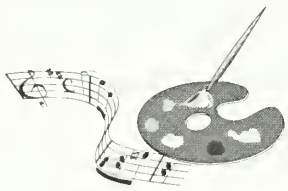
Human Sexuality

Students are expected to understand the structure and function of the reproductive system and to understand puberty and its associated changes. As well, they are expected to understand how human life is created. This unit is addressed within the context of Catholic teaching.

By the end of Grade 5, students are expected to:

- understand that growth at puberty occurs in spurts
- accept one's own stage and level of development
- develop a basic knowledge of how reproduction occurs.

Fine Arts



In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the fine arts curriculum can be used to understand the religious dimensions of art, liturgy, music and history. They are also used directly to enhance the religious and spiritual culture of the school, and to celebrate the various liturgical feasts of the year.

Art

In the art program, students are expected to learn visual arts skills and concepts to interpret and communicate with visual symbols, to appreciate the cultural aspects of art, and to relate art to everyday life. The art curriculum has four major components:

reflection – responding to visual forms in nature and designed objects
depiction – developing imagery based on observations of the visual world
composition – organizing images and their qualities in the creation of works of art
expression – using art materials to make a meaningful statement.

Students are expected to:

- analyze forms they see in nature and in man-made objects
- develop their own images of things that they see or imagine
- organize the images that they create
- use a variety of art materials

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- use art for different purposes; for example, to illustrate stories, design fabrics and sculpt
- understand the contribution of art to our environment.

Drama

Drama is an optional program designed to be used as a separate subject or integrated with other subjects. In the drama program, students are expected to develop a positive self-concept by assuming other roles and acquiring dramatic skills. Eleven forms of dramatic expression are common components of an elementary drama program. The dramatic forms of expression include dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking and group drama.

Students are expected to:

- develop flexible, free and controlled movement
- learn to express themselves physically and imaginatively through movement and gesture
- recognize and reproduce the sounds of standard speech
- learn concepts of pitch, pace, pause, rate, intensity and volume
- accept role playing as a positive learning experience
- apply dramatization skills to puppetry by creating a character for a puppet
- speak with energy
- speak with an appreciation of the voice as an instrument
- develop appreciation for enjoyment of literature
- develop the ability to create a dramatic story
- cooperatively build a drama to solve problems.

Music

In the music program, students are expected to develop an enjoyment of music, an understanding of a variety of music styles and an insight into music through meaningful musical activities, such as attending a concert or playing a musical instrument, and learning musical skills or knowledge about music. The music program is developed around the concepts of rhythm, melody, harmony, form and expression. These concepts are learned through participating in six skill areas: listening, moving, singing, playing instruments, reading and writing, and creating.

By the end of Grade 5, students are expected to:

- identify musical instruments, major and minor chords, different voices and the music of different composers
- move to various musical forms, show changes in tempo, perform simple folk dances, and plan body movements to illustrate rhythms and melodies
- sing in tune and sing folk, ethnic and seasonal songs
- sing rounds, descants and two-part songs
- play simple rhythms and accompaniments, and demonstrate skills on several instruments
- identify notes and rests
- recognize musical notation, and write rhythmic patterns
- create movements to demonstrate different forms of music, and create rhythms and melodies for poems and songs.

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Language Programs and Courses Other Than English

French Immersion

In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers students an effective way to become functionally fluent in French while achieving all of the objectives of the regular program of studies. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.

Although there are many delivery models present in Alberta schools, the most common model offered is referred to as early immersion. In this delivery model, students begin their immersion experience in Kindergarten and continue on in the program to Grade 12. There are also French immersion programs with other entry points; the most popular of these being late immersion, where the entry point is typically in Grade 7. As can be expected, the French language proficiency achieved by students is in large part determined by the exposure to the target language. Regardless of the model (early or late French immersion), students in these programs generally achieve excellent results on Alberta's achievement and diploma testing programs, including English Language Arts.

Should this program be of interest to you, contact your school jurisdiction to explore local program offerings. A wealth of information is also available in the publication entitled *Yes, You Can Help! A Guide for French Immersion Parents* available for purchase from the Learning Resources Distributing Centre. Additional information is also available from the Language Services Branch and from Canadian Parents for French (CPF) at 403–262–5187, Calgary.

Ukrainian Bilingual

The Ukrainian bilingual program is designed for native speakers of Ukrainian and for students who speak other languages and wish to learn Ukrainian.

Students are expected to:

- obtain information from others and from simple reference materials
- present information of personal interest in the classroom
- share personal opinions, ideas and feelings
- respond personally to literature of interest to children
- use literature and other art forms to reflect creatively upon personal experience.

Students are also expected to:

- express thoughts, orally and in writing, using accurate, simple sentences
- use correct word forms and word order to formulate simple messages of personal interest
- recognize and be sensitive to characteristic cultural features
- recognize the elements of the lifestyle of Ukrainians in their immediate environment and experience
- acquire concepts and develop learning strategies in subjects taught in Ukrainian.

In a Catholic school, both within the Religious Education Program and along with the study of the Ukrainian language, many aspects of the life and faith of the Ukrainian Catholic Church are studied and celebrated.

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Native Languages

Blackfoot and Cree language and culture programs are designed to enable students to learn Native languages and to increase awareness of Native cultures.

Students are expected to:

- learn basic communication skills in Blackfoot or Cree
- develop cultural sensitivity and enhance personal development
- develop originality and creativity
- develop a desire to improve their competency in Blackfoot or Cree.

French as a Second Language

In Alberta, French as a Second Language (FSL) is a program in which the French language is taught as a subject, often between 20 and 40 minutes a day, to help students develop communication skills, language knowledge and cultural awareness in French.

Depending upon a school board's language policy, French as a Second Language in elementary schools may be offered as an optional program or it may be a compulsory program. School boards may begin the program at different grade levels, since the program is based on developing language proficiency over a grade or grades without being grade specific. Many schools start the elementary program in Grade 4.

The program is designed to teach students how to understand what they hear and read in French, and to communicate their ideas orally and in written form, using an approach that is based on real-life experiences and situations. Students will also acquire knowledge about local, provincial and national francophone groups to become more aware of their presence and to better understand them. Students learn the French language vocabulary and grammar through thematic activities and projects that are related to real-life language experiences. At the same time, students are taught specific language learning strategies that will help them become better second language learners.

The program is organized into three language proficiency levels—Beginning, Intermediate and Advanced. Each of these proficiency levels is then further divided into three sublevels. In elementary schools, students start at the Beginning Level and progress through the Beginning 1, Beginning 2 and Beginning 3 sublevels. It could take students one or more school years to reach a particular language proficiency level, depending upon when the students start the program and how much time is given to French instruction in the school.

The language content is based upon the concrete experiences of elementary students. These experiences provide a real-life context for understanding ideas in French and for communicating similar ideas. Each level has its own set of experiences that fall into the following areas:

Beginning 1

- School
- People Around Us
- Weather
- Animals
- Holidays and Celebrations

Beginning 2

- Community
- Clothing
- Exercise
- Food
- Housing

Beginning 3

- Activities
- Vacations
- Fine Arts
- Trades and Professions
- Hygiene and Safety

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As students work through these experiences, they develop their ability to understand and communicate in French. At the end of each level, the students must demonstrate the following knowledge and skills:

Beginning 1	Beginning 2	Beginning 3
The ability to understand simple ideas contained in listening texts, such as the temperature in a weather forecast. The ability to talk about concrete ideas, using simple sentences to identify, list or describe people, places or things, and to ask simple questions. For example, students could talk about their family by naming the members of the family, giving their ages and birthdays.	The ability to understand simple ideas contained in listening texts, such as understanding directions to the corner store, and to understand simple reading texts, such as understanding the main food items on a menu. The ability to talk and write about concrete ideas, using simple sentences to identify, list or describe people, places or things, and to ask simple questions. For example, students could provide their address, telephone number and order pizza over the telephone. They could also write a simple note to describe their house to a pen pal.	The ability to understand simple ideas contained in listening texts, such as a recorded message of flight departure times, and to understand simple reading texts, such as the safety rules on a safety week poster. The ability to talk and write about concrete ideas, using a number of simple sentences to identify, list or describe people, places or things, ask simple questions, give information and simple advice. For example, students could telephone a travel agency to ask for prices for different travel destinations. They could also write a simple announcement for the school's Night of Music concert to promote it in the community.

Once students have attained a Beginning Level 3 language proficiency, they then move into the next proficiency level, which is Intermediate Level 4.

Parent Document

The booklet *French as a Second Language (FSL) Program: A Guide for Parents* provides an overview of the Alberta FSL program. You may find this booklet particularly useful if you are considering FSL for a young child, helping an older child choose courses, or looking for ways to support your child in the FSL program. The booklet is available for purchase from the Learning Resources Distributing Centre and is also available for viewing and downloading from the Alberta Learning web site.

Other Language Programs and Courses

Locally developed language courses are available for Arabic, Cantonese, German, Hebrew, Mandarin, Polish and Spanish. Contact your school board office for information about which language programs it offers.

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Feedback

Curriculum Handbook for Parents 1999–2000: Catholic School Version

Grade 5

We would like to know what you think about this handbook. Are you a:

_____ Parent

_____ Teacher (please indicate level) ___ Division 1, ___ Division 2, ____ Division 3

_____ School Administrator (please indicate level) ___ Division 1, ___ Division 2, ____ Division 3

_____ District Administrator

_____ Other (please specify) _____

1. I found this document:
   - _____ extremely useful
   - _____ useful
   - _____ somewhat useful
   - _____ not very useful.

2. What could be done to make this document more useful?

   _____

   _____

   _____

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3. Other comments and suggestions:

   _____

   _____

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Thank you for your feedback.

Please send your response to:

Director, Curriculum Standards Branch
Alberta Learning
11160 Jasper Avenue
Edmonton, Alberta, Canada
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